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BASELINE FORM

Childs name and surname:	
ID Number:	
Date of Birth:	
Age:	
Date of completion of form:	
Form completed by:	
Contact number:	

Baseline Assessment:

The purpose of this form is to collect as much information from you as possible regarding your child. The form consists of various subsections, which will be focused on throughout the period of their initial assessment. Please take the time to ensure you complete this form as comprehensively yet accurately as possible.

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DIAGNOSIS: (kindly attach a copy of the medical report as well as Book of Health)

1. Has your child been formally diagnosed with autism spectrum disorder?
2. When and by whom?

PREGNANCY AND BIRTH HISTORY:

1. Describe the mother's health during the pregnancy (pre-natal)?
2. Describe the mother's health after giving birth (post-natal)

Was the baby:	On time (32-36weeks)	Early (before 32weeks)	Late (after 38weeks)
Type of delivery:	Natural/vaginal delivery	Breach	Caesarean Section
	Vacuum	Forceps	Other:

CONDITON OF THE INFANT:

Breathed	Cried	Required Oxygen
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Length of stay in nursery:

APGAR scores: 1min 5min Birth weight:

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Problems during first week after birth:

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MEDICAL AND INTERVENTION HISTORY:

Does your child have any disability or condition? If yes, please tick the appropriate box. **Y or N**

Autism Spectrum Disorder	Emotional Behaviour Disorder
Aspergers Syndrome	Reading Disorder
Intellectual Disability	Fragile X Syndrome
Specific Learning Disorder	Global Developmental Delay
Cerebral Palsy	Epilepsy
Down syndrome	Allergies
Attention Deficit Disorder	Asthma
Attention deficit Hyperactive Disorder	Other:

Has your child received any therapy or been assessed by any health professionals (IE speech therapist, Occupational therapist, psychologist, physiotherapist, audiologist, dentist, optometrist, etc)? Yes or No- **please attach reports or documentation if available.**

Where?	
Type of therapy?	
Date of Service?	
Results?	

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Type of therapy?	
Date of Service?	
Results?	

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FAMILY HISTORY:

Who lives at home (parents, siblings, grandparents)?

Name	Age	Briefly note problem	Name	Age	Briefly note problem

Is there a family history of ASD, Speech, and Language, Learning, reading, attention or hearing problems? If yes please describe:

Which language is used at home:

EDUCATION HISTORY:

Has your child attended any school or day-care before?	
How many years has he/she been at school?	
Has he/she ever changed schools?	
How does he/she feel about going to school?	
How does he/she feel about learning?	
Who engages with them during learning tasks at home?	

COMMUNICATION AND DEVELOPMENTAL HISTORY:

Please describe your child's communication (how do they get message across). Please use the table below to indicate the types of communication your child uses with examples:

Communication modes	Examples
Strategies like screaming, crying, tantrums?	

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Natural speech (words or vocalisation)?	
Gestures (actions with specific meanings?)	
Body language?	
Manual sign?	
Pictures?	
Pointing to a communication board?	
Motor communication (takes you to item)?	
Object communication (brings object to indicate want)?	
Imitation?	
Speech generation Device (IPAD):	
Typing?	
Other:	

Please describe your concerns regarding your child's communication skills, as well as your goals for your child:	
When did you first notice your child's communication difficulties:	
Have your child's communication difficulties ever become better or worse, or seem to stop for a time?	

Please indicate the age at which your child achieved the following Speech-Language milestones (where applicable):

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Began to babble (eg da-da.gu-gu):	
Said first word meaningful (eg mama):	
Used two-word phrases (eg mommy go):	
Began to use 3 word phrases:	
Began to ask questions:	
How long are your child's typical sentences:	
Give an example of a sentence they use:	

How often do you understand what your child says or communicates?

Always	Most of the time	Frequently	Occasionally	Rarely	Never
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How often do others understand what your child says or communicates?

Always	most of the time	Frequently	Occasionally	Rarely	Never
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How does this affect them?	
What activities do you participate in with your child?	
Does your child have any problems with hearing? If yes, explain	
CURRENT SPEECH AND LANGUAGE FUNCTION:	✓ COMMENTS:

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RECEPTIVE LANGUAGE (how your child understands things said to them) does your child? (please tick what applies)		
Identify common objects (chair, table)		
Understand/follow commands (get cup, come)		
Identify actions (run, walk, talk)		
Respond correctly to "Wh" questions (what)		
Respond correctly to yes/no questions		
Understand basic concepts (up/down, in/out)		
Respond to own name?		
Respond to family or familiar names		
EXPRESSIVE LANGUAGE (how your child express what they want to communicate)		
Using strategies like pre communicative behaviour		
Is your child nonverbal?		
Leading carers or adults to items		
Gesturing for what they want		
Pointing to items they wish to have		
One-word sentences		
Two-word combinations 'want cup'		
Three or more words		
Ask questions		
Using position words		
Using descriptive words		
Using action words		

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Using pronouns		
Without communicating they go get what they want		
SOCIAL SKILLS (how they interact with others)		
Uses social greetings (hi, bye)		
Makes eye contact		
Plays with others		
Shares toys easily		
Takes turns and plays with others		
Understand body language		
Understand tone of voice		
Prefers to interact with adults		

Does your child mix vocabulary from different languages:

Does your child struggle to find the correct word to express his/her ideas?

ATTACHMENT: HAS/DOES YOUR CHILD DISPLAY THE FOLLOWING:

	✓	Comment:
Appear outgoing or seem passive or withdrawn?		
Exhibit normal or excessive displeasure?		
Appear to be easily comforted?		
Signal discomfort?		
Respond to people?		

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Show interest in the human face?		
Explore his/her surroundings?		
Keep him/herself occupied?		
Seem relaxed and happy?		
Show emotions in a recognizable manner?		
React to pain and pleasure?		
Demonstration normal fears?		
Try new task?		

Daily functioning:

What are the specific concerns and questions about your child?

1.
2.
3.

DAILY ROUTINE: (please provide a detailed routine, include sleeping patterns, medication times, etc)

Time	Activity	Comment

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How structured is the daily routine:

Not at all	Minimal structured	Fairly structured	Very structured
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Describe your child's general gross motor co-ordination:

How old was your child when he/she was able to:

- ✓ Sit up alone for a sustained period:
 - Crawl:
 - Stand-alone:
 - Take first step:
 - Walk unaided:
- ✓ Did your child have any difficulty achieving any of these milestones? If so, describe:

- ✓ At what age did your child show a clear hand preference:hand currently used.....
Hand preference of parents: **please circle** father R/L Mother R/L

	✓	Age	Comment:
Walks alone.			
Pulls toys behind him while walking.			
Begins to run stiffly.			
Walks into ball.			
Climbs onto and down from furniture.			

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<p>Unsupported</p> <p>Walks up and down stairs holding on to support.</p>			
<p>Climbs well.</p> <p>Walks downstairs alone, placing both feet on each step.</p> <p>Walks upstairs alternating feet with support.</p> <p>Swings leg to kick ball.</p> <p>Runs easily.</p> <p>Pedals tricycle</p> <p>Bends over easily without falling</p>			
<p>Hops and stands on one foot up to 5 seconds.</p> <p>Goes upstairs and downstairs without support.</p> <p>Kicks ball forward.</p> <p>Throws ball overhand.</p> <p>Catches bounced ball most of the time.</p> <p>Moves forward and backward.</p> <p>Uses riding toys</p>			
<p>Stand on one foot for 10 seconds or longer.</p> <p>Hops, somersaults</p> <p>Swings, climbs</p>			

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<p>Maybe able to skip.</p> <p>Is able to eye-track</p>			
<p>Catches bounced ball with both hands most of the time.</p> <p>Reluctant in playground participation and sports - prefers table activities.</p> <p>Jumps in place with two feet.</p> <p>Appears still and awkward in his movements.</p> <p>Clumsy, seems not to know how to move body, bumps into things, falls out of chair.</p> <p>Tendency to confuse right and left.</p> <p>Walks on toes, now or in the past.</p> <p>Uses excessive force when playing with toys.</p> <p>(Break things) or with children or pets (inadvertently hurts them)</p> <p>Falls frequently.</p> <p>Dislikes or avoids active running games (e.g., Tag)</p> <p>Stiff, awkward, or clumsy in movements</p> <p>Weaker than or fatigues more quickly than peers</p> <p>Difficulty learning new motor tasks</p>			

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Fine motor:

How does your child feel about the following table activities?

Puzzles	
Colouring	
Playing with blocks	
Clay or play dough	
Board games	

	✓	Age	Comment:
Uses pincer grasp (grasp using thumb and index finger) Bangs two one-inch cubes together. Puts objects into container			
Takes objects out of container. Pokes with index finger Tries to imitate scribbling			
Scribbles spontaneously Turns over container to pour out contents. Builds tower of four blocks or more			
Makes vertical, horizontal, circular strokes with pencil or crayon.			

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<p>Turns book pages one at a time.</p> <p>Builds a tower of more than 6 blocks.</p> <p>Holds a pencil in writing position.</p> <p>Screws and unscrew jar lids, nuts, and bolts.</p> <p>Turns rotating handles</p>			
<p>Copies square shapes.</p> <p>Draws a person with 2-4 body parts.</p> <p>Uses scissors.</p> <p>Draws circles and squares.</p> <p>Begins to copy some capital letters.</p> <p>Can feed self with spoon</p>			
<p>Copies triangle and other geometric patterns</p> <p>Draw person with body.</p> <p>Prints some letters.</p> <p>Dresses and undresses without assistance</p> <p>Uses fork, spoon.</p> <p>Usually cares for own toilet needs.</p> <p>Using scissors with good coordination and age-appropriate accuracy</p> <p>Eating without spilling and drinking without spilling</p> <p>Eating and drinking within the allocated time</p> <p>Working from left to right.</p>			

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Dislikes or avoids colouring, drawing, painting.			
Dislikes or avoids playing with small manipulative toys (beads, dolls clothes)			
Difficulty dressing self or managing clothing			
Fasteners (buttons, zippers- not tying laces)			

Social emotional:

	✓	Age	Comment:
Begins to develop a social smile.			
Enjoys playing with other people and may cry when playing stops.			
Becomes more communicative and expressive with face and body.			
Imitates some movements and facial expressions			
Enjoys social play.			
Interested in mirror images			
Responds to other people's expression of emotion			
Shy or anxious with strangers			
Cries when mother or father leaves			
Enjoys imitating people in his play.			
Shows specific preferences for certain people and toys.			

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<p>Prefers mother and/or regular care provider over all others.</p> <p>Repeats sounds or gestures for attention.</p> <p>Finger-feeds himself</p> <p>Extends arm or leg to help when being dressed</p>			
<p>Imitates behaviour of others, especially adults and older children</p> <p>Increasingly enthusiastic about company or other children</p> <p>Demonstrates increasing independence.</p> <p>Begins to show defiant behaviour.</p> <p>Episodes of separation anxiety increase towards midyear, then fade</p>			
<p>Separates easily from parents.</p> <p>Expresses a wide range of emotions.</p> <p>Objects to major changes in routine</p>			
<p>Interested in new experiences.</p> <p>Cooperates/plays with other children.</p> <p>Plays “mom” or “dad”.</p> <p>More inventive in fantasy play</p> <p>Dresses and undresses</p> <p>More independent</p>			
<p>Wants to please and be with friends.</p> <p>More likely to agree to rules.</p>			

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Likes to sing, dance and act.			
Shows more independence			

Cognitive and play:

	✓	Age	Comment:
Begins to develop a social smile. Enjoys playing with other people and may cry when playing stops. Becomes more communicative and expressive with face and body. Imitates some movements and facial expressions			
Finds partially hidden objects. Explores with hands and mouth Struggles to get objects that are out of reach			

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<p>Explores objects in many different ways (shaking)</p> <p>Finds hidden objects easily.</p> <p>Looks at correct picture when image is named.</p> <p>Imitates gesture.</p> <p>Applies learned movements to new situations.</p> <p>Stack rings on a peg</p> <p>Holds crayon – imitating scribbling.</p> <p>Attempts to play with another child.</p> <p>Rolls ball in imitation of adult</p>			
<p>Finds objects even when hidden under 2 or 3 covers.</p> <p>Begins to sort shapes and colours.</p> <p>Begins make-believe play.</p> <p>Engages in experimentation and ritualized play.</p> <p>Solitary or onlooker play, plays by self, imitating own play, initiates own play.</p> <p>Deliberately throws/drops toys and watches them fall.</p> <p>Imitates adult behaviours in play.</p> <p>Moves (dance to music)</p> <p>Begins to play with other children</p>			
<p>Makes mechanical toys work.</p>			

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<p>Matches an object in hand or room to a picture in a book.</p> <p>Plays make-believe with dolls, animals, and people.</p> <p>Sorts objects by colour</p> <p>Completes puzzles with or 4 pieces.</p> <p>Understands concepts of “two”.</p> <p>Parallel play or onlooker play</p> <p>Imaginative play</p> <p>Symbolically uses objects and self in play (plays house)</p> <p>Beginning cooperative play</p> <p>Enjoys imitating mother and using miniature equipment.</p> <p>Participates in simple group activities</p>			
<p>Correctly names some colours.</p> <p>Understands the concept of counting and may know a few numbers.</p> <p>Begins to have a clearer sense of time.</p> <p>Follows three parts commands.</p> <p>Recalls parts of a story</p> <p>Understands the concept of same/different.</p> <p>Engages in fantasy play.</p> <p>Understands causality</p>			
<p>Joins in play with other children.</p>			

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<p>Begins dramatic play-acting out whole scene.</p> <p>Uses imaginative play with dolls.</p> <p>Enjoys imaginary companions.</p> <p>Often silly in play, doing things wrong purposefully</p>			
<p>Can count 10 or more objects.</p> <p>Correctly names at least 4 colours</p> <p>Better understands the concept of time.</p> <p>Knows about things used every day in the home.</p> <p>Prefers play with other children to play with adults.</p> <p>Dramatic play closer to reality</p> <p>Plays dress-up, very imaginative with self and others.</p> <p>Loves adventure and anything new.</p> <p>Plays in group of 2-5 children.</p> <p>Imaginary fears may develop (dark, injury)</p> <p>Plays simple table games, competitive games.</p> <p>Plays games with rules.</p> <p>Plays in small groups, not too highly organized.</p> <p>Play changes rapidly</p>			

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School readiness:

Criteria	Explanation	✓
School age		
Joint attention	The ability to focus attention together with another individual on an object /event/task	
Motivation	A reward: toy, activity, etc. that will encourage learning/participation	
Imitation	Whether it be an attempt or negative, therefore any form of imitate.	
Not a danger to himself or others		
Must be physically able to defend themselves/not vulnerable		
Able to function in a group		
Not interfere with learning of peers due to extreme hypo/hyperactivity	Therefore, does not require the teacher's assistance and guidance constantly, which would directly affect their peers learning	
Display self-help skills	The desire or intention to communicate	
Display some communication intent		
Not require one-on-one support for learning		
Work without being prompted		
No negative impact on the other learner's verbal/physical		
Independent for periods of time without supervision		

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